



Struggling Pre-Kindergarteners

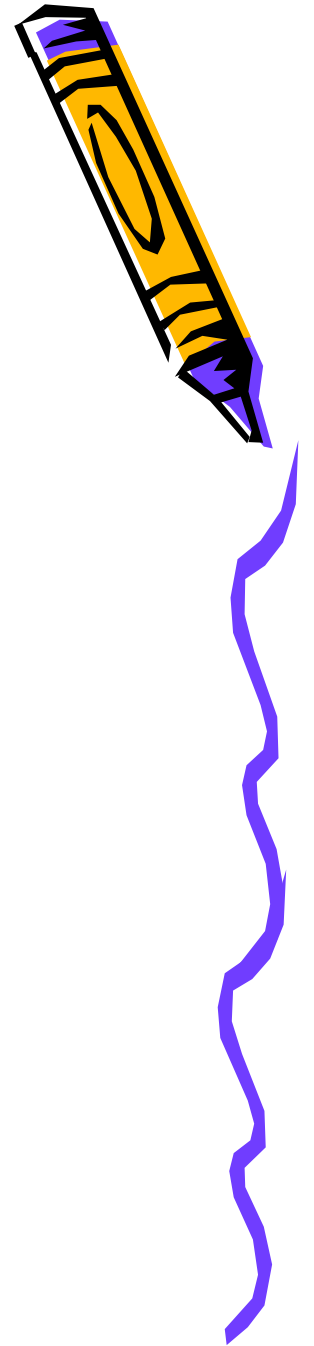
# LAYING THE FOUNDATION FOR SUCCESS



Connie Colbaugh

# Essential Elements

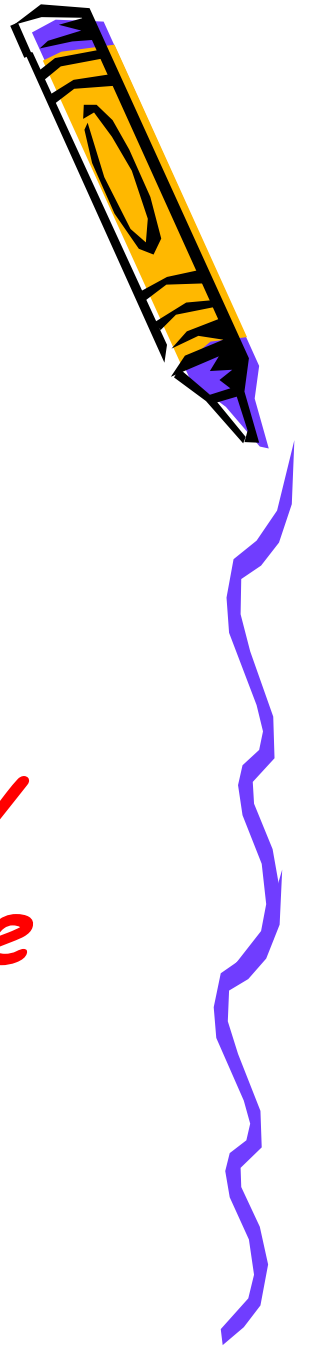
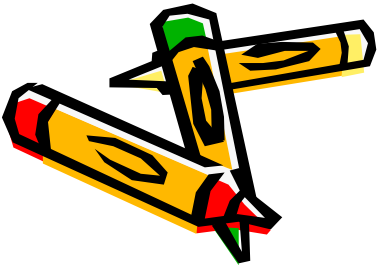
- Developmentally Appropriate Design  
Age-Appropriate  
Individually Appropriate
- Research-Based Strategies
- Systematic and Explicit Instruction
- Diagnostic and Prescriptive Response
- Well Managed Classroom Environment
- Joyful Attitude



# Developmentally Appropriate Design

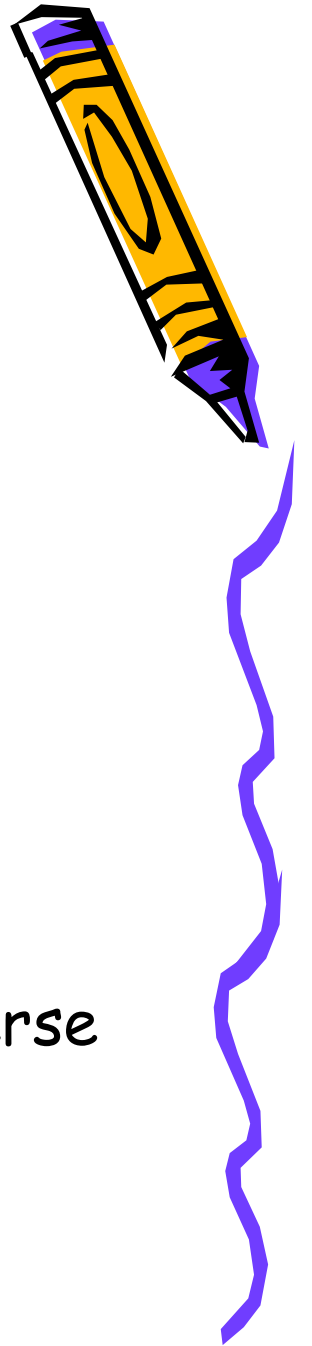
*Age  
Appropriate*

*Individually  
Appropriate*



# Age Appropriate

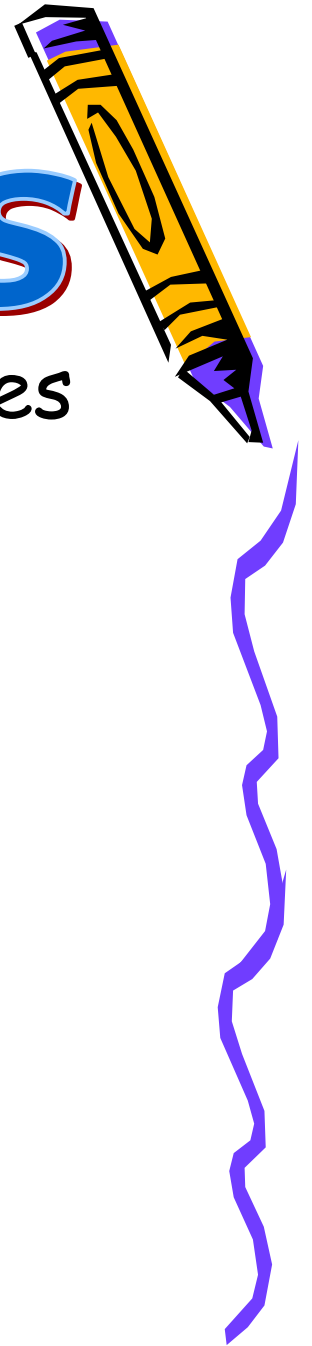
- Build a foundation of oral language skills, phonemic awareness, phonics, comprehension strategies and vocabulary.
- Create an environment of literacy.
- Encourage interactions among children of diverse abilities, interests and backgrounds.

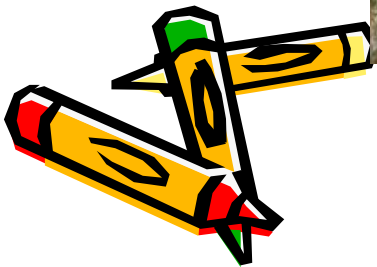
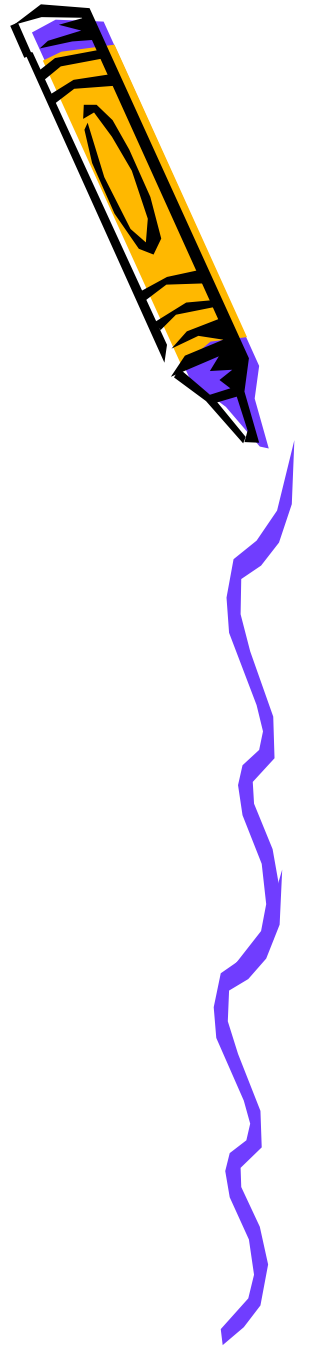


# Whole Class

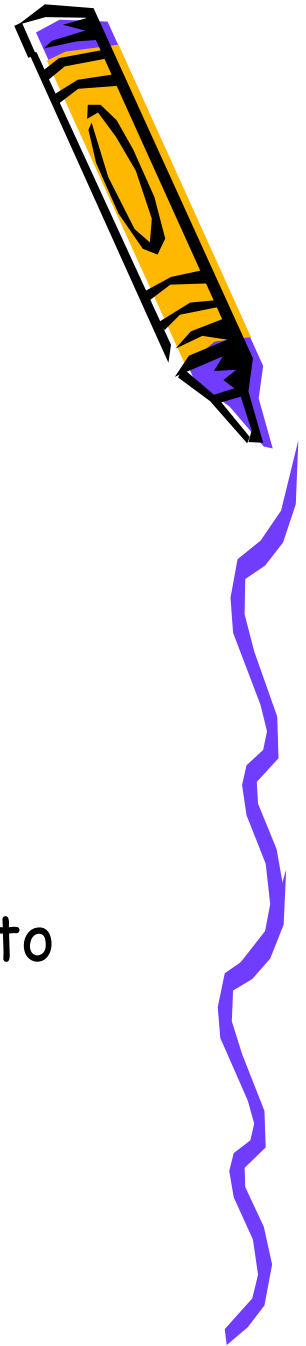
## Scaffolded Skills - Engaging Themes

- Interesting & important themes
- Music and movement
- Alphabet routines
- Phonemic awareness games
- Art projects
- Read Alouds
- Comprehension Strategies
- Pocket chart activities
- Journals & White Boards





# Individually Appropriate

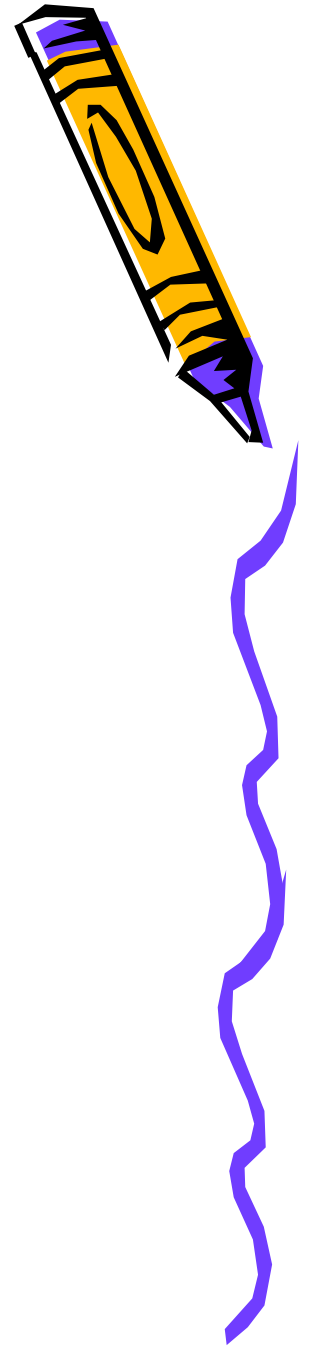


- Allow children to become readers at a pace appropriate to their development.
- Establish critical reading foundations.
- Provide an opportunity to tailor instruction to individual student needs.

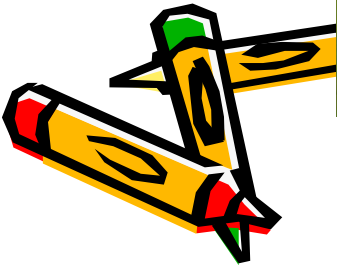
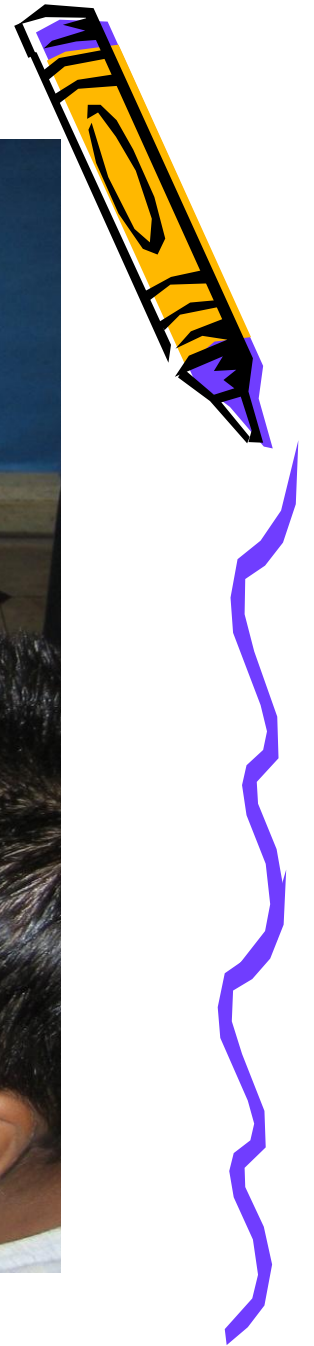


# Small Group

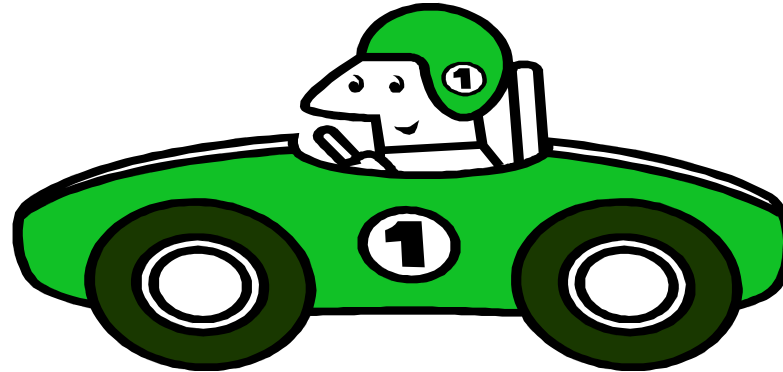
- Systematic & Explicit Instruction
  - Concepts
  - Skills
- Mastery-based
- Letter, Sound & Word Routines
  - Foundations
  - Meaningful Practice
- Data Collection
  - Formal
  - Informal
- Prescriptive Intervention



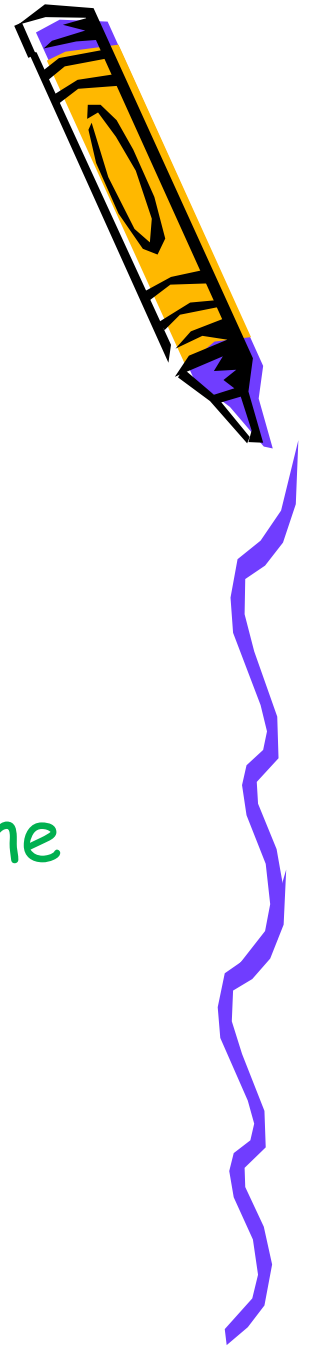




# Focusing on the "Big Five"



Phonics and Phonemic Awareness = Engine  
Vocabulary = Chassis  
Comprehension = Steering Wheel  
Fluency = Wheels



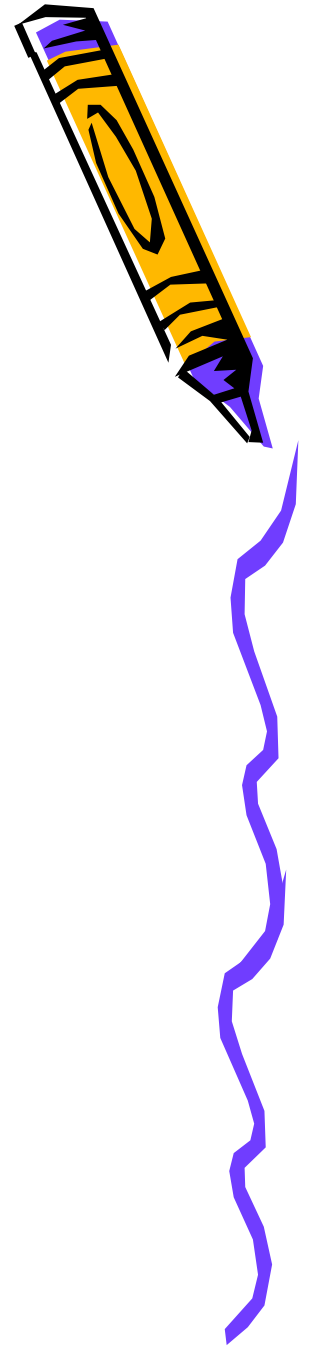
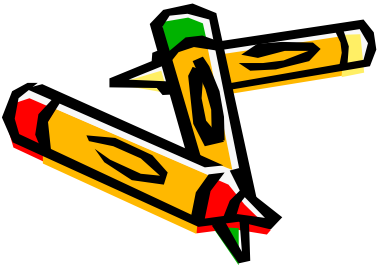
# SYSTEMATIC & EXPLICIT

- Demonstrate.
- Guide Practice.
- Mix group and individual turns.

My turn.

Our turn.

Your turn.



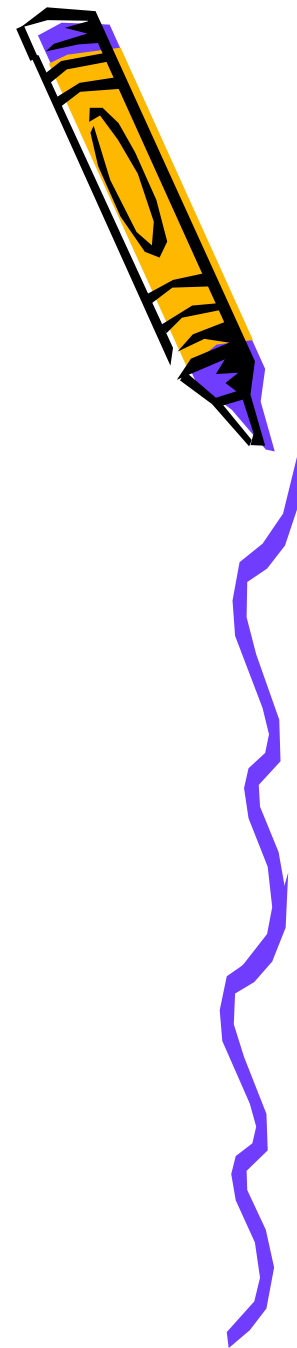
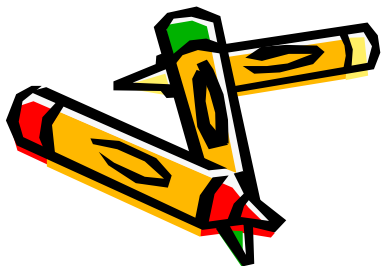


OKAY . . .

Let's build a great car!

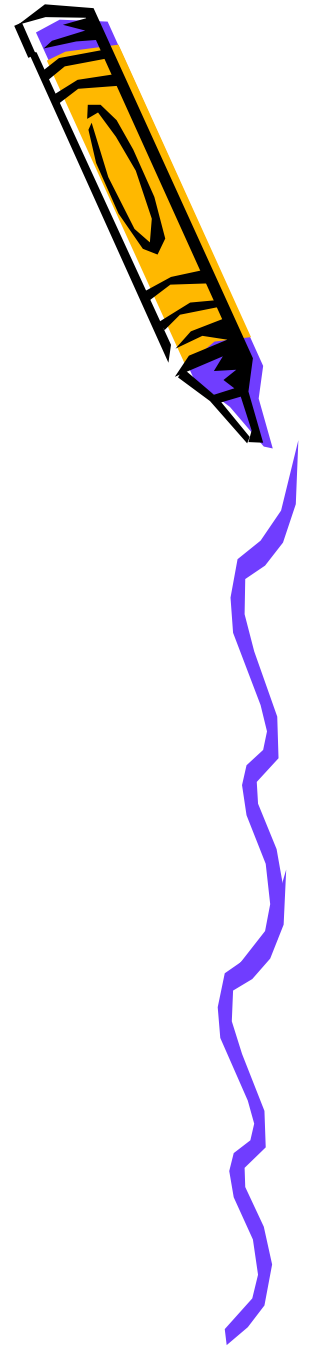
"Phonemic Awareness is the ability to notice, think about, and work with the individual sounds in spoken words."

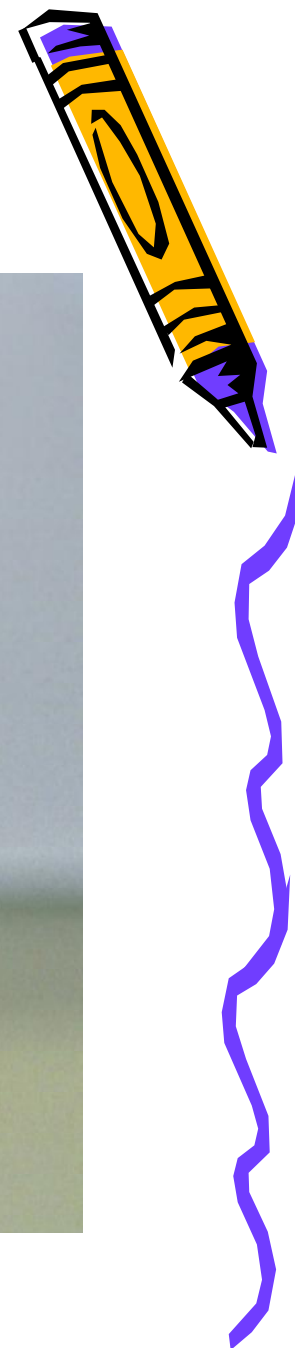
(Armbruster, Lehr, & Osborne, 2001)



# PHONEMIC AWARENESS

- Music and Poems
- Language Play
- Stretch and Shrink ~ Blending
- Bumpy Blending ~ Segmentation
- Sound Counting
- Physical Response
- Games



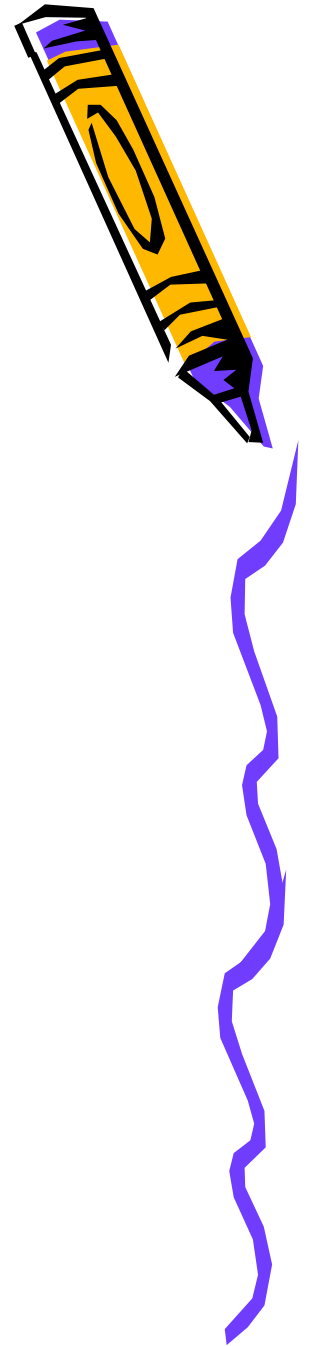
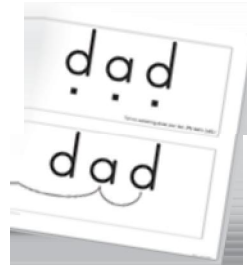






# PHONICS

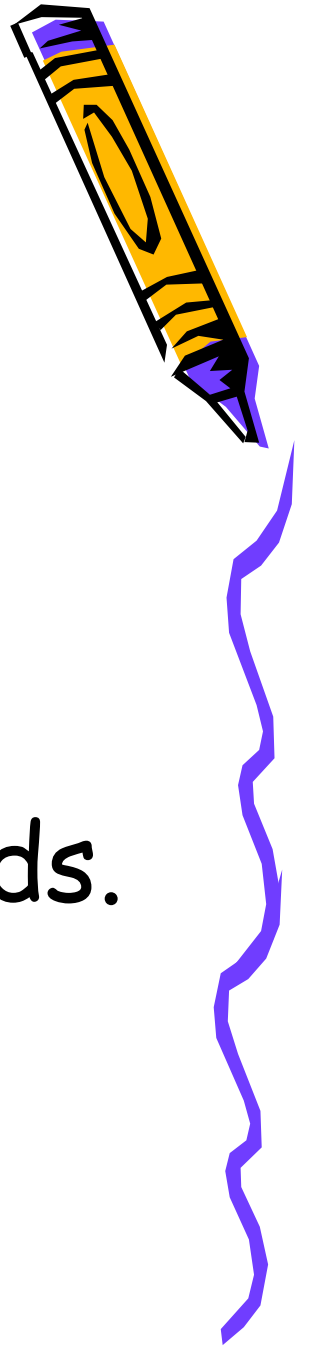
- Letter/Sound Associations
- Alphabet Routines
- Bumpy Blending
- Smooth Blending
- Word patterns
- Tricky (irregular) Words
- White Board Dictation





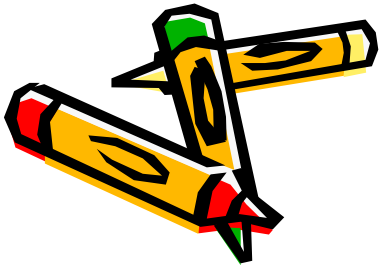
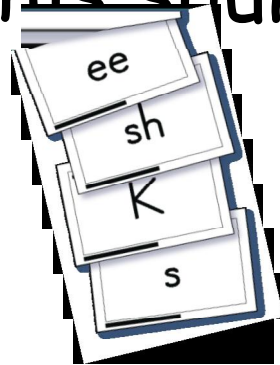
The strongest predictor  
for success in reading is . . .

**early** knowledge of  
letter names and letter sounds.

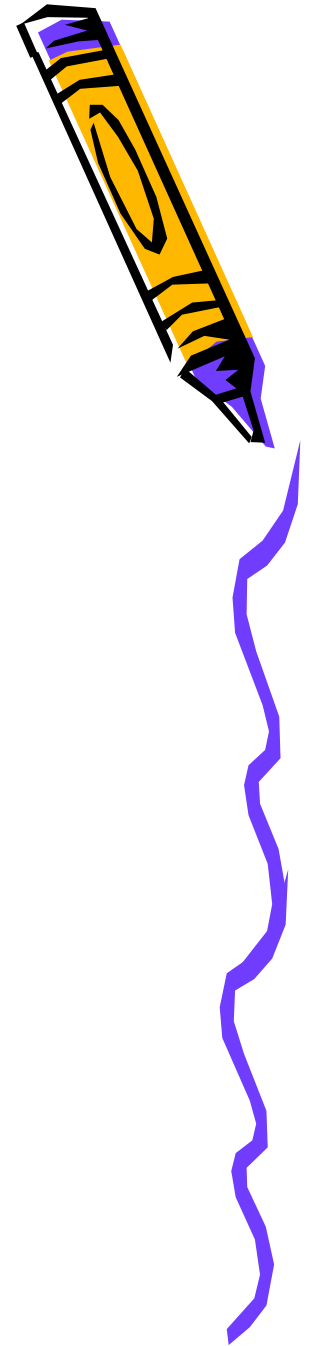


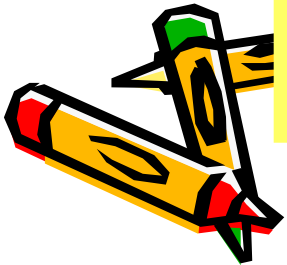
# Explicit Phonics

- My turn: This sound is aaaaaa.
- Our turn: Say it with me aaaaa.
- Your turn: What is this sound aaaaa.



# The Visual Connection





SHOW THEM ~ TELL THEM

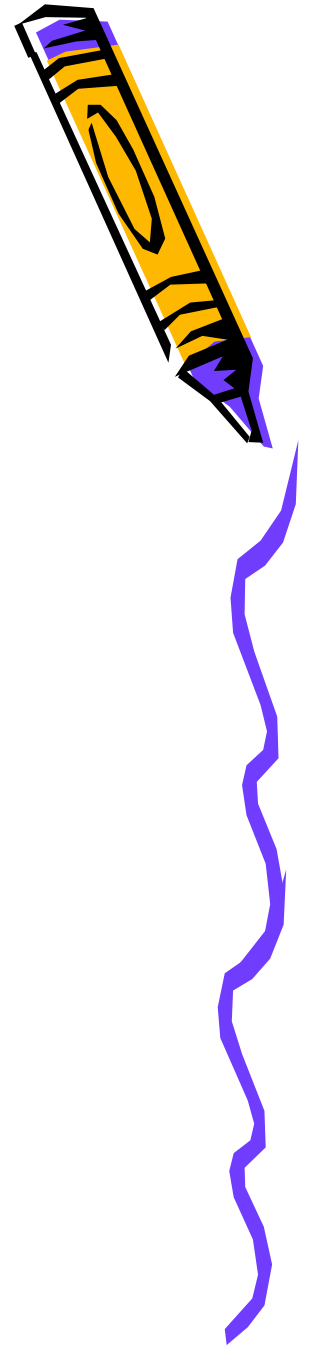
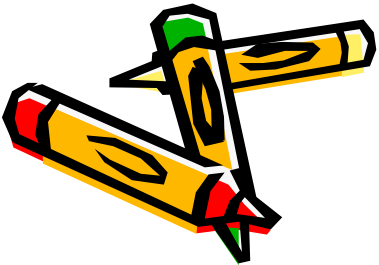
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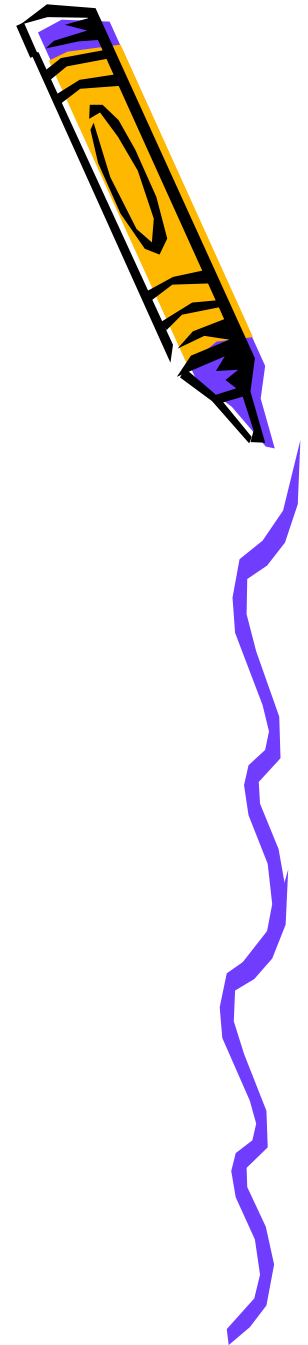


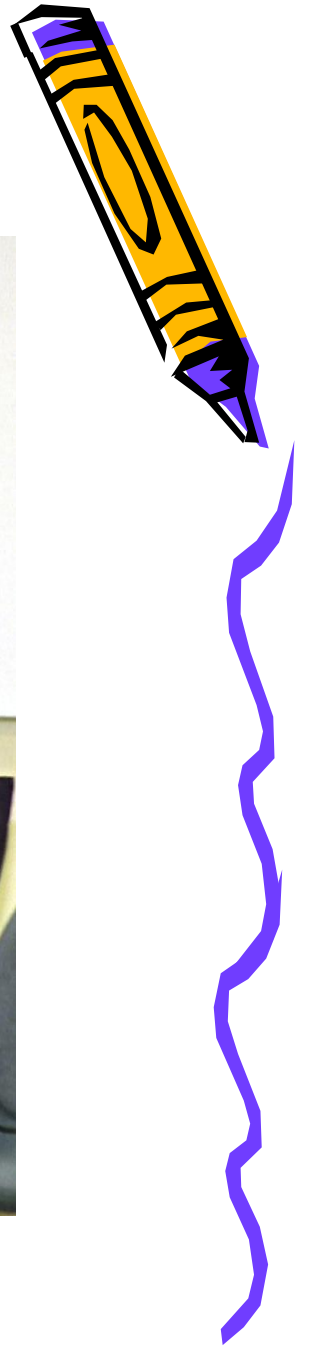
# ORAL LANGUAGE AND VOCABULARY BUILDING

- Rich Language
  - Children's literature
- Multiple Genres
  - Poetry
  - Predictable books
  - Fiction
  - Nonfiction
- Language Priming
- Physical Response



# Multiple Exposures

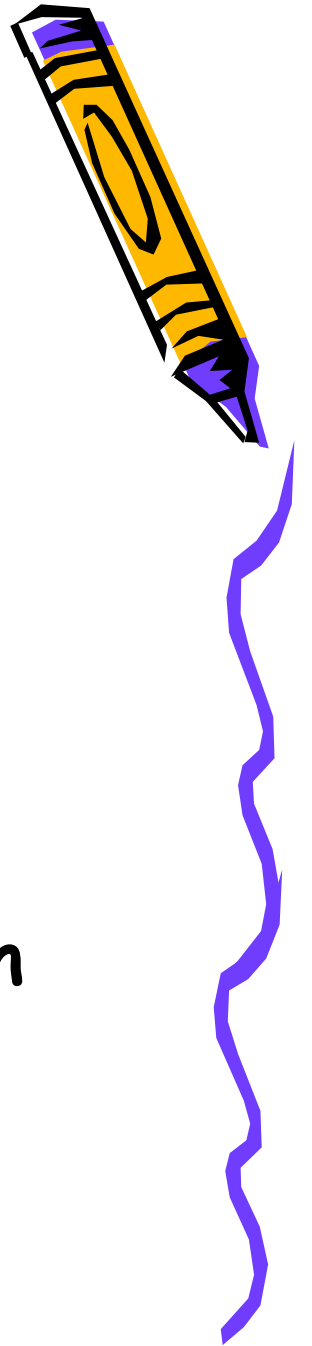




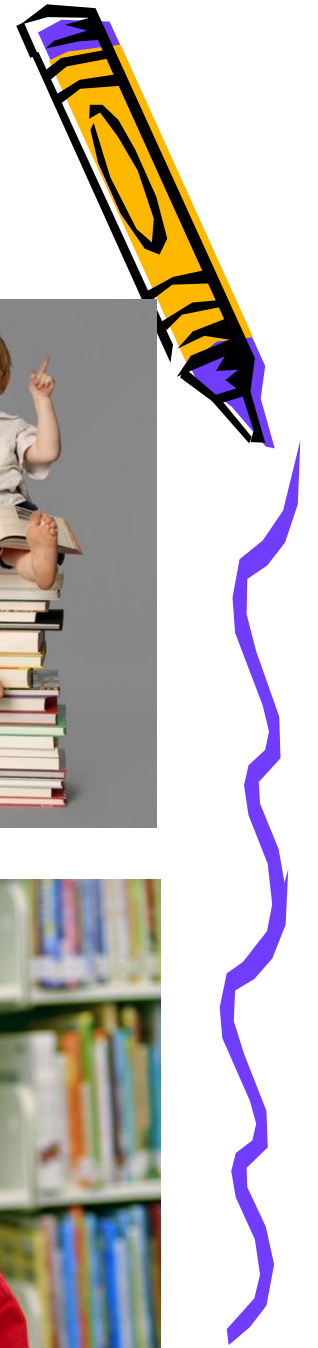


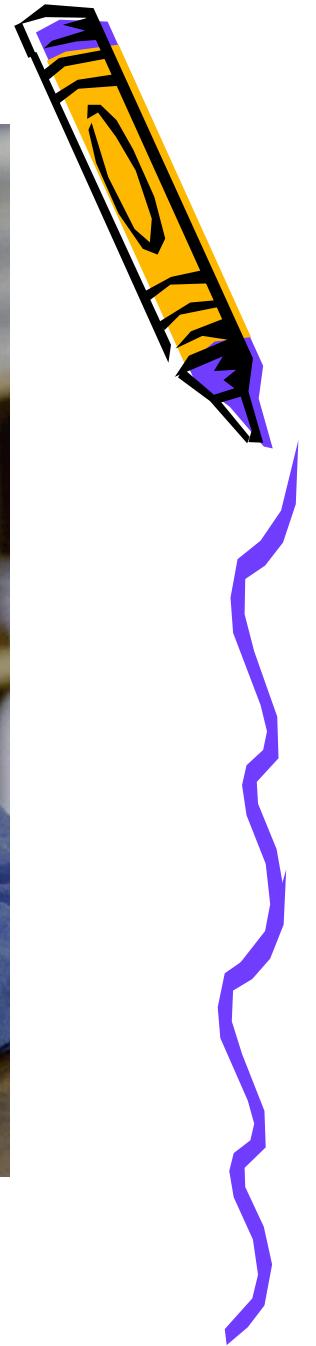
# COMPREHENSION STRATEGIES

- Read Aloud Stories
- Priming background knowledge
- Making connections
- Prediction
- Summarization of fact and fiction
- Story elements



# Let me count the ways . . .





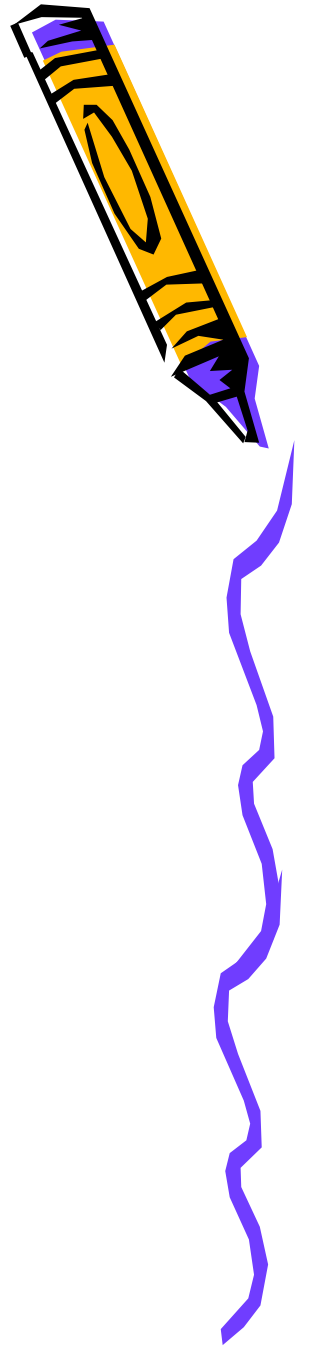
Purposeful Questions



# FLUENCY

AUTOMATICITY FIRST . . .

Long Term Memory  
Identification  
Quick Recall  
Rate



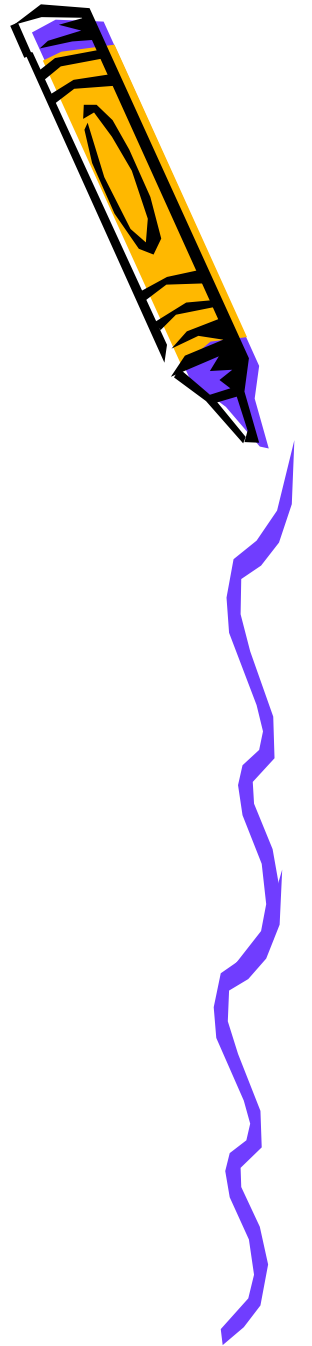
D.D.I.

Data Drives Instruction

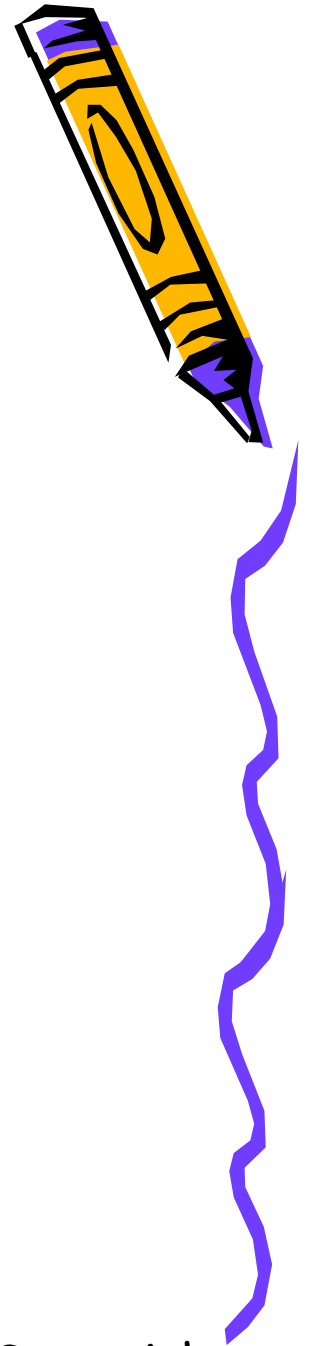
*In God we trust.*

*All others must bring data.*

Jo Robinson



# How many exposures does it take to store new concepts and skills in long-term memory?



most proficient learners  
4-14

least proficient learners  
250-350



Stanovich

# QUALITY PRACTICE FOLLOWS EFFECTIVE INSTRUCTION



# If you expect it ~ teach it!

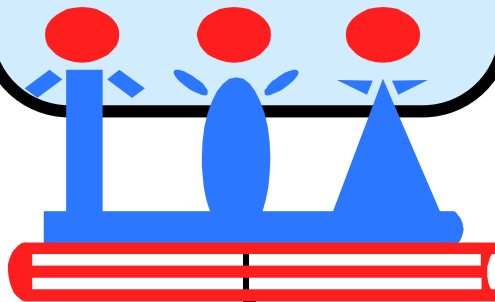
Jane Indorf



“The teacher has not taught until the learner has learned.” Henrietta Mears



**EXPLICIT  
INSTRUCTION  
FOR  
STUDENT SUCCESS**

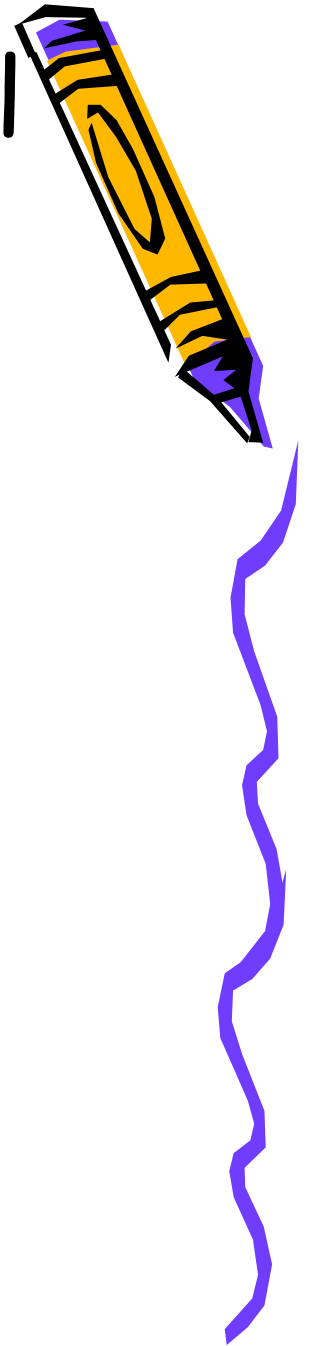


**CONCEPTS  
&  
SKILLS**

**ROUTINES  
&  
PROCEDURES**

**APPROPRIATE  
PRACTICE  
ACTIVITIES**

# Essential Elements of Well Designed Activities



➤ ***Format:***

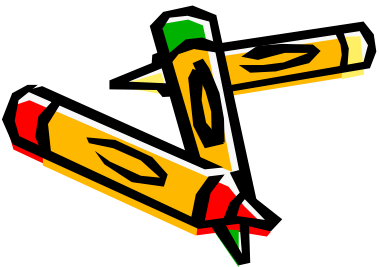
- Explicitly taught
- Organized for independence

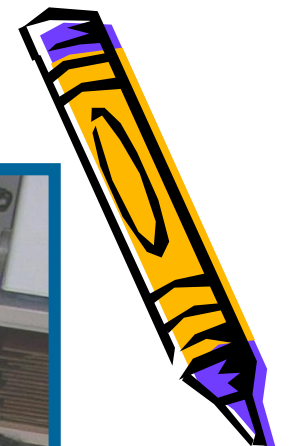
➤ ***Content:***

- Matches students' needs
- Congruent with instruction

➤ ***Accountability:***

- 100% student engagement
- Demonstration of skills



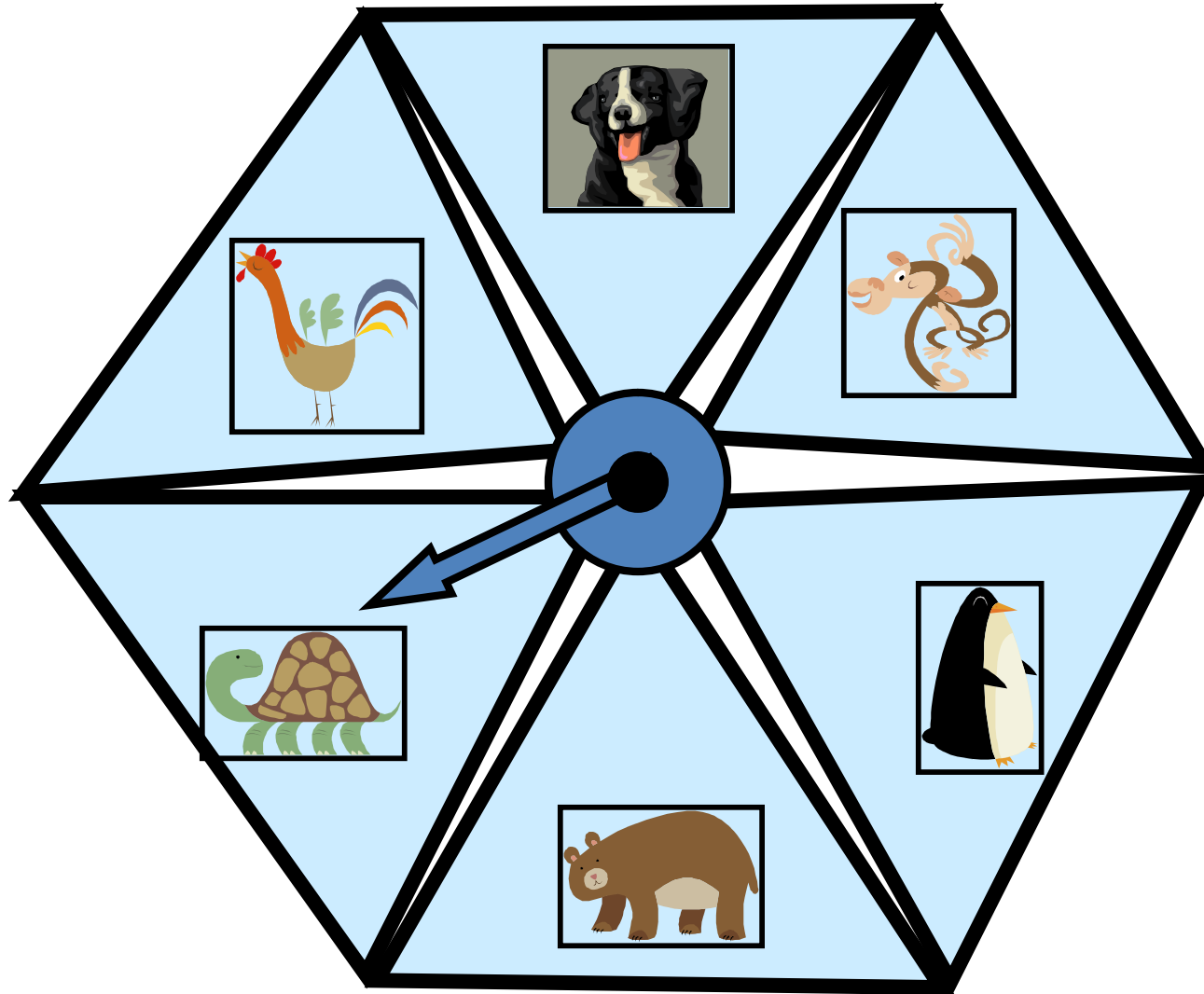


**ABCDEFGHIJKLMNOPQRSTUVWXYZ**

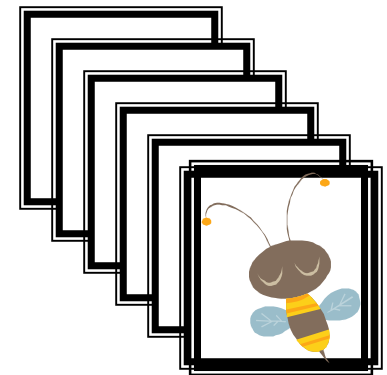


Alphabet Arc

# SPIN & SEARCH Phonemic Awareness


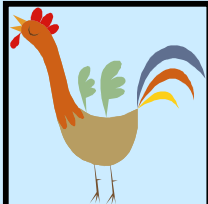
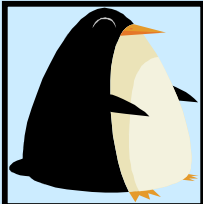
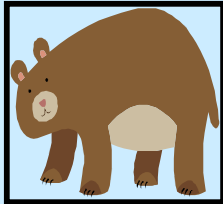

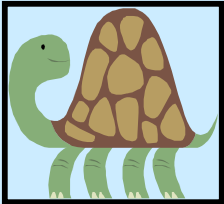
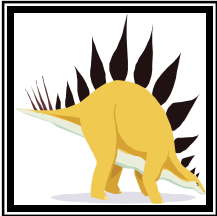
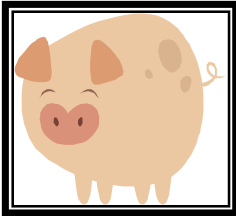
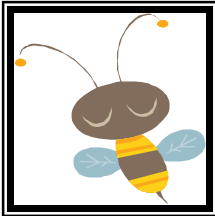




**Picture  
Cards**



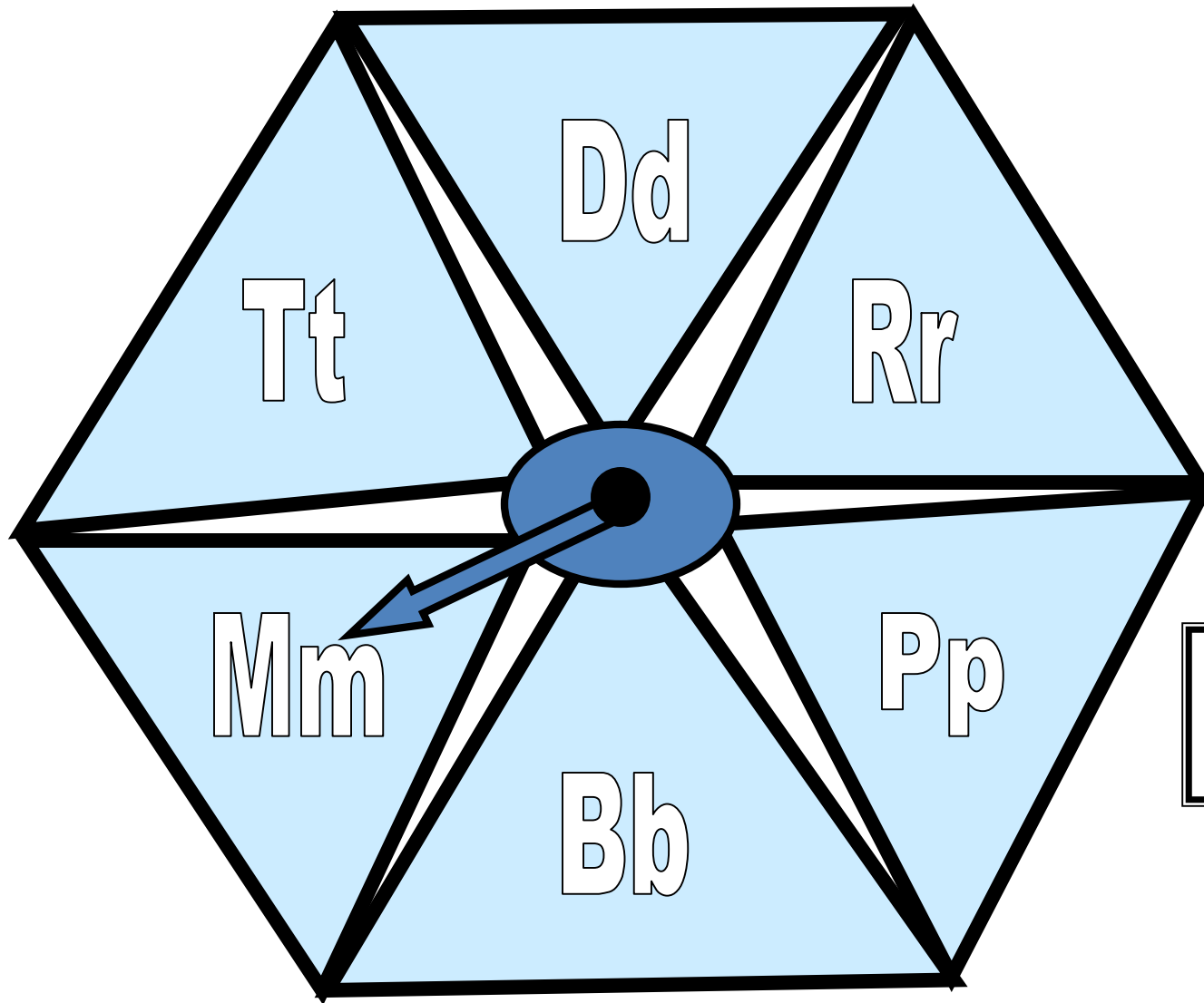
# SPIN & SEARCH

## RECORDING

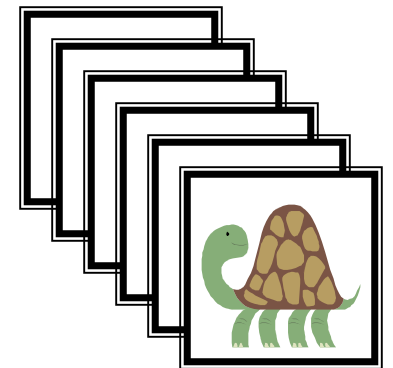
					
					
					

# SPIN & SEARCH

## Phonics




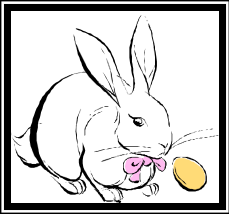
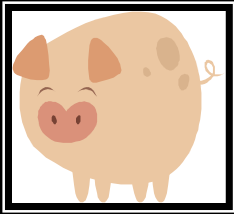

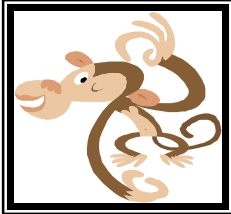


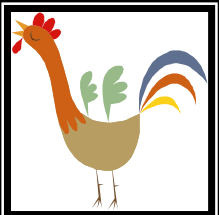
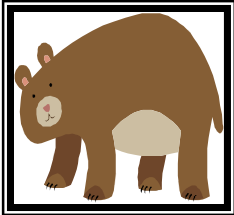

**Picture  
Cards**





# SPIN & SEARCH

## RECORDING

Dd	Rr	Pp	Bb	Mm	Tt
					
					
					

# SIGNALS

- Verbal
- Non-verbal
- Visual



*Thinking Voice*










*Whisper Voice*

*Inside Voice*



# ROTATION CHART

20 minutes ~ Small Group Segments

	TEACHER	SEATWORK	CENTERS
SESSION 1	 Middle Group	 High Group	 Target Group
SESSION 2	 Target Group	 Middle Group	 High Group
SESSION 3	 High Group	 Target Group	 Middle Group

# CAPTURE THE MOMENT

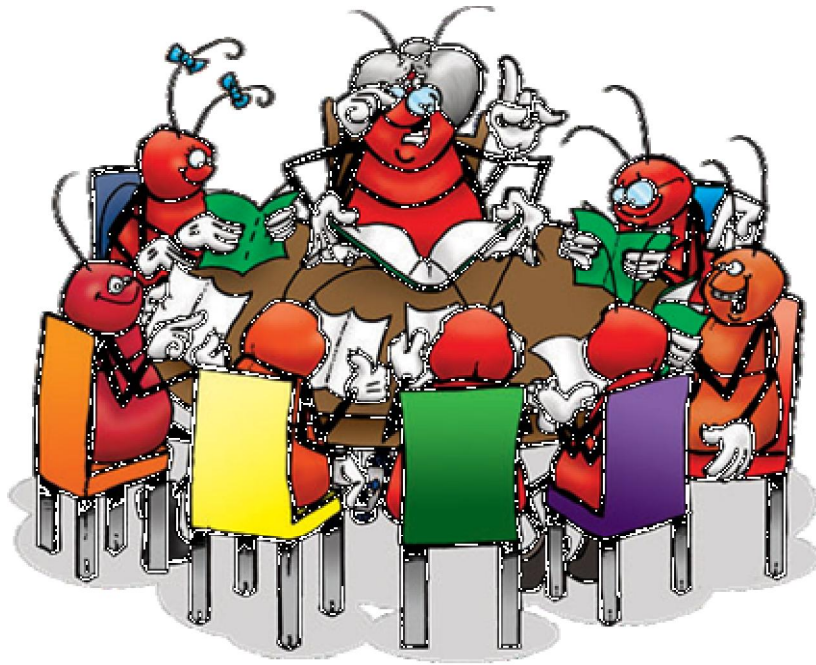
Quick

Positive

Specific

Non-disruptive





Whoever teaches the most  
in the shortest amount of time  
wins!

